

Core Question 3: Is the organization effective and well run?

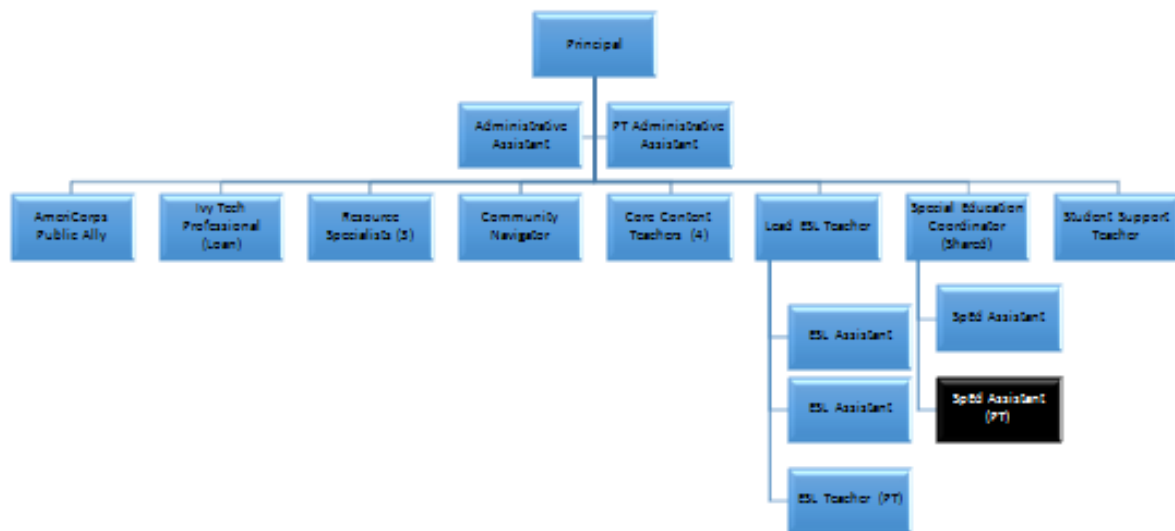
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						ES

The principal of Christel House DORS (CHD) has extensive experience in education. She taught for several years before completing a school leadership program through Columbia University and becoming the founding principal of CHD. With a relatively small enrollment and staff, the principal took on the majority of the leadership responsibilities, working closely with the principal of Christel House Academy, who also served as the Director and Chief Academic Officer (CAO) for both schools. Together, they developed and managed a well-recruited and trained staff to serve the needs of a unique and diverse student population.

In order to allow the principal to focus mostly on internal communications and school operations, the CAO handled the majority of communications with external stakeholders, including the board of directors, Board Chair, Mayor's Office (OEI), and community partners. Together, they have developed meaningful community partnerships (e.g. Public Allies) to directly provide services to the school and its students. The CAO and principal provided a thorough report to the board of directors at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance.

Organizational Chart



The principal and CAO consistently reflected upon several areas of school data to inform day-to-day decisions. Due to inconsistent staff and student experiences in the 2012-2013 school year, they moved from a larger part-time staff to a smaller full-time staff, which proved to be beneficial and preferable for both students and staff. Additionally, noting that attendance has been a concern with the adult student population, they constantly brainstormed methods to engage students, encourage timely attendance, and to work around students' complex schedules. All of these initiatives resulted in higher attendance and retention of students, smoother onboarding processes, and a higher graduation rate.

Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a meeting standard for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						AS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2013-2014 school year, Christel House DORS (CHA) complied with all of its organizational and governance obligations. There were a few months throughout the year that documents were submitted after the deadline, but multiple personnel from the school worked together to ensure that documents such as quarterly reports, employee spreadsheets, and board meeting minutes, were submitted.

In addition to compliance documentation, CHD maintained compliance with all material sections of its charter and submitted amendments when necessary. The CAO and Principal were consistently actively engaged in meetings with OEI and the CAO maintained frequent communication with OEI between scheduled meetings. For these reasons, CHD is meeting standard for compliance obligations.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	ES	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						ES
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors at Christel House DORS (CHD) is active, experienced, and provides competent oversight for the school. The board is comprised of individuals with experience in law, public relations, business, and finance. In an effort to ensure alignment, two representatives from CHD's parent organization, Christel House International, reside on the board. Discussions began mid-year regarding a potential merging of the CHD and Christel House Academy boards, which would add additional experience, perspectives, and skill and background diversity to the governance and decision-making for CHD.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing a quality high school education to students who previously left the educational system. Given that CHD serves a unique population, it struggled with the state's standard evaluation system. However, the board, along with school leadership and the Mayor's Office, proactively worked to develop meaningful goals and targets for CHD that would demonstrate successful student outcomes. Board members maintained high expectations for the school's performance, but remained supportive and understanding of the unique school configuration and challenges. The board met quarterly and regularly met quorum, with the majority of directors consistently in attendance. Directors received board packets in advance and received extensive updates from the principal and CAO, leading to discussion and questioning. Although the majority of directors participated in meeting discussions, the school would benefit from more extensive engagement, with all board members offering their respective insights and expertise.

Skill Sets Represented on Board

Finance



Business



Legal



Public
Relations



Board Overview

Christel House DORS, Inc. holds the charter for Christel House DORS.

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Members

1/3

Required for Quorum

The CHD board meets quarterly.

CHD is an expansion of the Christel House International global network of learning centers operated for the purpose of creating the opportunities for impoverished children to live productive and dignified lives.

The board and CAO maintain consistent communication with one another and the Mayor's Office. When CHD disputed the applicability of the state accountability system to its student population, the CAO provided up-to-date and transparent information regarding the status of the school and rationale for its potential low grade. Overall, both the board and the school were proactive in communicating updates and concerns with the Mayor's Office.

In governance operations, the board maintained compliance with its bylaws throughout the course of the year, with a formal review of the bylaws and board structure occurring at the end of the year. Meetings were held as scheduled, the board routinely met quorum, and it abided by Indiana Open Door Law. No conflicts of interest were noted during the 2013-2014 school year.

Due to consistent leadership and stewardship of the board of directors, CHD is meeting standard for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	n/a	AS					
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						AS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The CHA board holds quarterly meetings in which all stakeholders, including the CAO, school leadership team, and relevant school staff, provide thorough reports on school performance. Between meetings, the CAO communicates with the board chair when necessary to provide leadership and support in school initiatives and events.

Annually, the CAO provides thorough evaluations of school leaders, but the board does not yet use a formalized system and process for evaluating its own performance or that of the CAO. While the board provided informal, formative feedback on school progress, the lack of a formalized evaluation and benchmarking system prohibited the board from clearly identifying goals and priorities for itself and the school and from evaluating both at the close of the year.

In all observed meetings and interactions, the board and the school leadership team appeared to have a positive and collaborative working relationship. The school leadership team was proactive, self-reflective, and

self-motivated, which allowed for relevant and transparent meetings that demonstrated a constant commitment to school improvement. However, due to the lack of formalized evaluation processes, the board is **approaching standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2013-14, the Christel House DORS facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is **meeting standard** for this indicator for 2013-14.